



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 11971470  
SAU: MSAD 03  
School: Morse Memorial School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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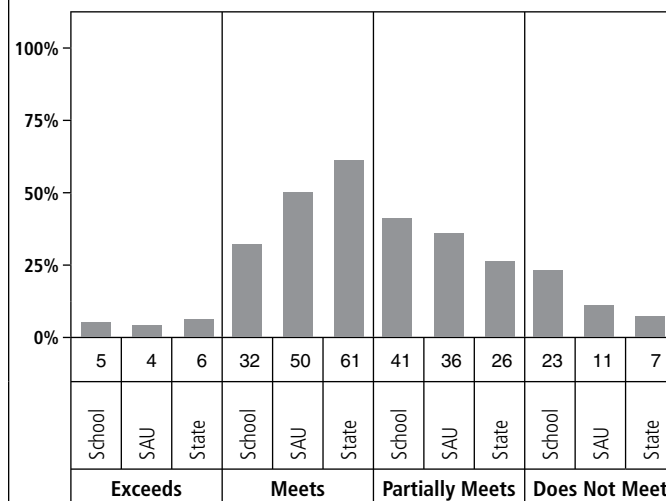
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

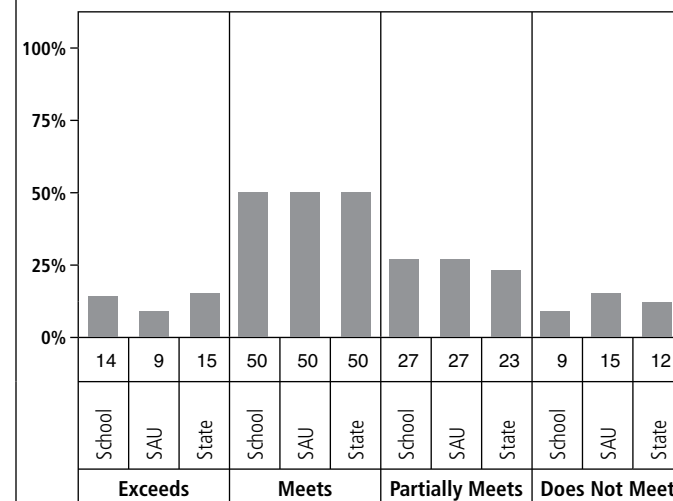
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	541	542	544
2007–2008	539	541	545
<b>2008–2009</b>	<b>540</b>	<b>544</b>	<b>546</b>
Cum. Avg.*	540	542	545
<b>Mathematics</b>			
2006–2007	543	543	546
2007–2008	542	541	546
<b>2008–2009</b>	<b>546</b>	<b>544</b>	<b>547</b>
Cum. Avg.*	544	543	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>541</b>	<b>541</b>	<b>543</b>

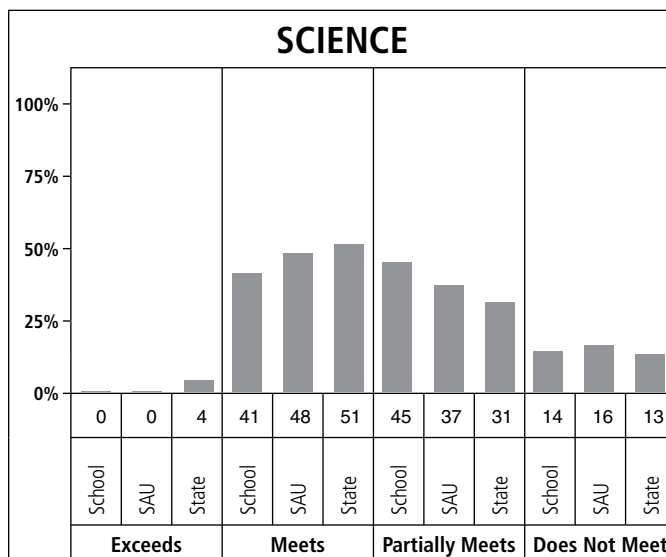
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	22	100	105	100	14212	100	22	100	105	100	14135	100	22	100	105	100	14144	100	22	100	105	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	1	1	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	22	100	104	99	13271	93	22	100	104	100	13212	100	22	100	104	100	13211	100	22	100	104	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	3	14	14	13	2479	17	3	100	14	100	2454	100	3	100	14	100	2455	100	3	100	14	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	13	59	70	67	5848	41	13	100	70	100	5815	100	13	100	70	100	5819	100	13	100	70	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	15	68	83	79	10849	76	15	68	83	79	10872	76	15	68	84	80	10976	77
Identified disability (PET/IEP)	0	0	2	2	298	3	0	0	2	2	307	3	0	0	2	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	7	32	20	19	3122	22	7	32	20	19	3124	22	7	32	19	18	3019	21
Identified disability (PET/IEP)	3	43	10	50	1992	64	3	43	10	50	2000	64	3	43	10	53	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	1	14	2	10	84	3	1	14	2	10	86	3	1	14	2	11	81	3
Other	3	43	8	40	907	29	3	43	8	40	886	28	3	43	7	37	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	2	164	1	0	0	2	2	148	1	0	0	2	2	142	1
Identified disability (PET/IEP)	0	0	2	100	164	100	0	0	2	100	148	100	0	0	2	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	9	3	3	702	5
	2007-2008	0	0	0	0	659	5
	<b>2008-2009</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>836</b>	<b>6</b>
	Cum. Total*	3	4	7	2	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	10	43	47	48	7730	55
	2007-2008	9	41	54	51	8195	58
	<b>2008-2009</b>	<b>7</b>	<b>32</b>	<b>51</b>	<b>50</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	26	39	152	50	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	6	26	33	34	4182	30
	2007-2008	6	27	37	35	3800	27
	<b>2008-2009</b>	<b>9</b>	<b>41</b>	<b>37</b>	<b>36</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	21	31	107	35	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	5	22	14	14	1419	10
	2007-2008	7	32	15	14	1362	10
	<b>2008-2009</b>	<b>5</b>	<b>23</b>	<b>11</b>	<b>11</b>	<b>973</b>	<b>7</b>
	Cum. Total*	17	25	40	13	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	26.2	54.6	29.3	61.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	12.4	51.7	13.9	57.9	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	13.9	57.9	15.4	64.2	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 03  
 School: Morse Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	22	1	5	7	32	9	41	5	23	540	103	4	50	36	11	544	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	22	1	5	7	32	9	41	5	23	540	102	4	49	36	11	544	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										12	0	17	42	42	535	2290	0	29	47	23	537
No	19	1	5	7	37	7	37	4	21	541	91	4	54	35	7	545	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	22	1	5	7	32	9	41	5	23	540	103	4	50	36	11	544	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	13	0	0	3	23	5	38	5	38	536	68	1	46	38	15	543	5716	2	51	35	12	542
No	9	1	11	4	44	4	44	0	0	545	35	9	57	31	3	546	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	22	1	5	7	32	9	41	5	23	540	103	4	50	36	11	544	13963	6	61	26	7	546
<b>Gender</b>																						
Female	6	1	17	1	17	2	33	2	33	540	50	6	54	34	6	546	6882	8	62	24	6	547
Male	16	0	0	6	38	7	44	3	19	540	53	2	45	38	15	542	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	3										17	0	6	71	24	537	1914	1	41	44	14	540
No	19	1	5	7	37	8	42	3	16	541	86	5	58	29	8	545	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	4										8	38	38	25	0	555	450	26	72	2	0	557
No	18	0	0	6	33	7	39	5	28	538	95	1	51	37	12	543	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	0	0	1	50	1	50	533	6	0	17	33	50	536	4	2	40	34	24	540
B. less than one hour	64	1	7	6	43	4	29	3	21	541	76	5	53	33	9	545	70	6	63	26	6	546
C. one to two hours	23	0	0	1	20	3	60	1	20	539	17	0	53	41	6	543	24	7	61	26	6	546
D. more than two hours	5	0	0	0	0	1	100	0	0	538	2	0	0	100	0	535	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	23	1	20	2	40	2	40	0	0	545	35	6	58	31	6	547	36	10	67	18	5	549
B. good	50	0	0	5	45	4	36	2	18	541	43	2	48	41	9	543	47	5	62	27	6	546
C. fair	14	0	0	0	0	2	67	1	33	534	17	6	39	39	17	542	15	2	47	40	12	541
D. poor	14	0	0	0	0	1	33	2	67	533	5	0	40	20	40	538	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	59	1	8	4	31	5	38	3	23	541	35	6	50	31	14	544	31	9	65	20	5	548
B. They match some of what I have learned.	27	0	0	3	50	3	50	0	0	541	43	2	55	39	5	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	5	0	0	0	0	0	0	1	100	528	17	6	44	39	11	544	10	3	45	38	14	542
D. There is no match.	9	0	0	0	0	1	50	1	50	534	5	0	20	40	40	536	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	0										7	0	29	43	29	537	16	3	49	32	15	542
B. about the same as my regular schoolwork	43	0	0	4	44	4	44	1	11	542	64	3	60	34	3	546	64	7	63	25	5	547
C. easier than my regular schoolwork	57	1	8	3	25	5	42	3	25	540	29	7	33	40	20	542	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	1	50	1	50	0	0	541	8	0	25	38	38	535	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	43	0	0	2	22	6	67	1	11	540	44	2	44	44	9	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	48	1	10	4	40	2	20	3	30	541	48	6	59	29	6	546	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	0	0	1	25	3	75	0	0	539	22	9	52	30	9	547	20	10	64	21	5	548
B. 20 minutes to an hour	36	1	13	4	50	3	38	0	0	545	51	4	53	38	6	545	56	7	65	24	5	547
C. less than 20 minutes	0										12	0	50	50	0	543	10	3	52	33	12	543
D. I rarely read at home.	45	0	0	2	20	3	30	5	50	536	15	0	33	27	40	538	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	70	1	7	5	36	6	43	2	14	541	29	4	43	43	11	543	25	3	53	33	11	543
B. six to ten pages	25	0	0	2	40	2	40	1	20	540	25	8	58	25	8	545	26	6	61	26	7	546
C. eleven or more pages	5	0	0	0	0	1	100	0	0	538	46	2	52	41	5	545	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	530	50	0	0	0	100	530						
B.	0										0											
C.	0										50	0	0	100	0	540						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	2	9	3	3	1711	12
	2007-2008	1	5	2	2	1617	12
	<b>2008-2009</b>	<b>3</b>	<b>14</b>	<b>9</b>	<b>9</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	6	9	14	5	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	12	52	51	53	6778	48
	2007-2008	11	50	52	49	7284	52
	<b>2008-2009</b>	<b>11</b>	<b>50</b>	<b>51</b>	<b>50</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	34	51	154	50	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	5	22	34	35	3884	28
	2007-2008	6	27	36	34	3341	24
	<b>2008-2009</b>	<b>6</b>	<b>27</b>	<b>28</b>	<b>27</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	17	25	98	32	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	4	17	9	9	1683	12
	2007-2008	4	18	16	15	1778	13
	<b>2008-2009</b>	<b>2</b>	<b>9</b>	<b>15</b>	<b>15</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	10	15	40	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	25.0	52.1	23.8	49.6	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	9.8	54.4	9.1	50.6	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.6	46.0	4.7	47.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.7	57.0	4.7	47.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	4.9	49.0	5.3	53.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 03  
 School: Morse Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	22	3	14	11	50	6	27	2	9	546	103	9	50	27	15	544	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	22	3	14	11	50	6	27	2	9	546	102	9	49	27	15	544	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										12	0	25	25	50	530	2307	3	32	32	33	536
No	19	3	16	10	53	5	26	1	5	548	91	10	53	27	10	546	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	22	3	14	11	50	6	27	2	9	546	103	9	50	27	15	544	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	13	1	8	5	38	5	38	2	15	541	68	4	46	31	19	541	5731	7	46	29	18	542
No	9	2	22	6	67	1	11	0	0	554	35	17	57	20	6	550	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	22	3	14	11	50	6	27	2	9	546	103	9	50	27	15	544	13988	15	50	23	12	547
<b>Gender</b>																						
Female	6	1	17	1	17	2	33	2	33	540	50	8	54	26	12	544	6889	14	51	23	12	546
Male	16	2	13	10	63	4	25	0	0	548	53	9	45	28	17	544	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	3										17	0	24	47	29	534	1918	3	39	36	22	539
No	19	3	16	11	58	4	21	1	5	548	86	10	55	23	12	546	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	4										8	38	63	0	0	562	450	64	34	2	0	564
No	18	2	11	8	44	6	33	2	11	542	95	6	48	29	16	542	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	0	0	2	100	0	0	539	6	0	17	50	33	530	4	8	38	26	28	539
B. less than one hour	64	3	21	8	57	1	7	2	14	548	76	10	54	23	13	545	70	15	52	23	10	547
C. one to two hours	23	0	0	3	60	2	40	0	0	545	17	6	47	29	18	543	24	15	51	23	11	547
D. more than two hours	5	0	0	0	0	1	100	0	0	534	2	0	0	100	0	536	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	2	25	5	63	1	13	0	0	555	25	19	54	15	12	549	34	28	50	14	8	552
B. good	41	0	0	6	67	3	33	0	0	545	49	6	56	32	6	546	45	11	54	24	10	546
C. fair	9	1	50	0	0	0	0	1	50	538	16	6	44	19	31	539	18	3	45	33	19	540
D. poor	14	0	0	0	0	2	67	1	33	531	10	0	10	50	40	530	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	64	3	21	7	50	4	29	0	0	551	37	18	47	26	8	548	38	22	52	19	7	550
B. They match some of what I have learned.	23	0	0	4	80	1	20	0	0	544	42	2	58	26	14	543	48	12	53	24	11	546
C. They match just a little of what I have learned.	14	0	0	0	0	1	33	2	67	524	18	5	37	32	26	539	11	6	40	30	24	540
D. There is no match.	0										3	0	33	33	33	538	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	10	0	0	1	50	1	50	0	0	539	24	4	38	25	33	537	17	7	42	30	21	540
B. about the same as my regular schoolwork	52	2	18	6	55	2	18	1	9	549	57	9	57	26	9	546	64	15	53	23	10	547
C. easier than my regular schoolwork	38	1	13	4	50	3	38	0	0	548	19	16	47	32	5	547	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	14	0	0	2	67	1	33	0	0	541	9	0	44	44	11	538	7	6	39	27	27	539
B. 30–45 minutes	68	3	20	7	47	4	27	1	7	549	32	12	48	27	12	546	28	9	49	28	15	544
C. 45–60 minutes	9	0	0	2	100	0	0	0	0	548	31	9	47	25	19	543	41	17	53	21	9	548
D. more than 60 minutes	9	0	0	0	0	1	50	1	50	526	28	7	55	24	14	544	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	23	0	0	1	20	3	60	1	20	534	10	10	30	50	10	541	6	14	43	24	20	543
B. two or three days a week	27	1	17	3	50	2	33	0	0	551	29	10	60	23	7	547	24	17	52	21	10	548
C. two or three times each month	18	0	0	3	75	0	0	1	25	543	36	5	51	27	16	544	33	17	52	21	9	548
D. never or almost never	32	2	29	4	57	1	14	0	0	553	25	12	42	23	23	541	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	32	0	0	4	57	2	29	1	14	541	20	0	52	33	14	539	23	13	47	26	15	545
B. two or three days a week	23	1	20	2	40	2	40	0	0	550	39	13	50	28	10	548	31	17	52	21	10	548
C. two or three times each month	23	2	40	3	60	0	0	0	0	557	25	12	46	27	15	544	27	17	52	21	10	548
D. never or almost never	23	0	0	2	40	2	40	1	20	538	16	6	50	19	25	541	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	536	50	0	0	100	0	536						
B.	0										0											
C.	0										50	0	0	100	0	538						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	0	0	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	9	41	49	48	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	10	45	38	37	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	3	14	16	16	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	27.9	58.1	27.9	58.1	29.2	60.8
<b>D. The Physical Setting</b>	24	50	12.5	52.1	12.2	50.8	12.9	53.8
<b>E. The Living Environment</b>	24	50	15.5	64.6	15.7	65.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	22	0	0	9	41	10	45	3	14	541	103	0	48	37	16	541	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	22	0	0	9	41	10	45	3	14	541	102	0	48	36	16	541	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										12	0	33	42	25	537	2309	2	29	39	29	536
No	19	0	0	8	42	8	42	3	16	541	91	0	49	36	14	542	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	22	0	0	9	41	10	45	3	14	541	103	0	48	37	16	541	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	13	0	0	3	23	8	62	2	15	538	68	0	43	37	21	539	5729	2	42	37	20	539
No	9	0	0	6	67	2	22	1	11	546	35	0	57	37	6	544	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	22	0	0	9	41	10	45	3	14	541	103	0	48	37	16	541	13987	4	51	31	13	543
<b>Gender</b>																						
Female	6	0	0	2	33	3	50	1	17	540	50	0	42	40	18	541	6886	4	49	33	14	542
Male	16	0	0	7	44	7	44	2	13	542	53	0	53	34	13	542	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	3										17	0	18	35	47	532	1917	1	31	41	28	536
No	19	0	0	9	47	9	47	1	5	543	86	0	53	37	9	543	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	4										8	0	100	0	0	553	450	25	72	2	1	557
No	18	0	0	5	28	10	56	3	17	538	95	0	43	40	17	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 03  
School: Morse Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	0	0	1	50	1	50	531	6	0	17	17	67	532	4	2	37	35	25	538
B. less than one hour	64	0	0	6	43	6	43	2	14	542	76	0	50	36	14	542	70	4	53	31	12	544
C. one to two hours	23	0	0	3	60	2	40	0	0	542	17	0	53	47	0	543	24	5	51	31	12	544
D. more than two hours	5	0	0	0	0	1	100	0	0	540	2	0	0	50	50	533	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	14	0	0	2	67	1	33	0	0	549	18	0	61	28	11	543	26	7	56	26	11	545
B. good	62	0	0	6	46	5	38	2	15	542	52	0	53	34	13	542	53	4	53	31	11	544
C. fair	14	0	0	1	33	1	33	1	33	533	27	0	36	39	25	538	18	2	41	39	17	540
D. poor	10	0	0	0	0	2	100	0	0	539	3	0	0	100	0	539	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	52	0	0	5	45	5	45	1	9	543	21	0	52	33	14	543	23	5	56	28	11	544
B. They match some of what I have learned.	29	0	0	3	50	2	33	1	17	542	37	0	58	26	16	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	14	0	0	1	33	1	33	1	33	535	25	0	27	54	19	538	23	4	49	33	14	543
D. There is no match.	5	0	0	0	0	1	100	0	0	536	17	0	53	35	12	543	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	1	50	1	50	0	0	540	23	0	48	26	26	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	44	0	0	4	50	4	50	0	0	545	52	0	45	41	14	541	58	4	52	32	12	543
C. easier than my regular schoolwork	44	0	0	4	50	2	25	2	25	541	25	0	60	32	8	544	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	24	0	0	2	40	2	40	1	20	543	21	0	57	24	19	543	33	5	51	31	14	543
B. a few times a week	52	0	0	6	55	5	45	0	0	542	43	0	47	44	9	541	45	4	52	32	11	544
C. once a week	19	0	0	1	25	1	25	2	50	537	11	0	36	45	18	538	8	4	50	30	16	542
D. a few times a month	5	0	0	0	0	1	100	0	0	540	26	0	50	31	19	542	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	35	0	0	4	57	1	14	2	29	539	22	0	45	36	18	539	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	25	0	0	2	40	3	60	0	0	542	25	0	28	48	24	538	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	35	0	0	3	43	3	43	1	14	543	32	0	59	34	6	544	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	5	0	0	0	0	1	100	0	0	540	22	0	59	23	18	543	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	33	0	0	3	43	4	57	0	0	545	35	0	56	42	3	544	47	4	51	32	12	543
B. a few times a month	33	0	0	5	71	1	14	1	14	543	28	0	59	24	17	541	27	5	54	30	11	544
C. once a month	10	0	0	0	0	2	100	0	0	538	16	0	25	56	19	537	10	5	49	30	15	543
D. never or almost never	24	0	0	1	20	2	40	2	40	535	21	0	38	29	33	539	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	30	0	0	3	50	2	33	1	17	543	38	0	58	32	11	542	46	4	52	32	12	543
B. a few times a month	35	0	0	4	57	3	43	0	0	542	20	0	60	35	5	543	28	5	53	30	12	544
C. once a month	25	0	0	1	20	3	60	1	20	538	19	0	37	47	16	540	11	4	47	34	15	542
D. never or almost never	10	0	0	0	0	1	50	1	50	531	22	0	32	32	36	538	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	536	50	0	0	100	0	536						
B.	0										0											
C.	0										50	0	100	0	0	552						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number